DOCUMENT RESUME

ED 146 700 EA 010 106

AUTHOR DePew, Kathryn; And Others
TITLE Fifth Annual Report on the Educational Accountability Law of 1971.
INSTITUTION Colorado State Dept. of Education, Denver. Accreditation and Accountability Services Unit.
PUB DATE Apr 76
NOTE 30p.; Not available in paper copy due to color of print of original document
AVAILABLE FROM Accreditation and Accountability Services Unit, Colorado Department of Education, 201 East Colfax, Denver, Colorado 80203 ($1.00; No charge to Colorado Public Schools)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Basic Skills; Conference Reports; *Educational Accountability; *Educational Planning; Elementary Secondary Education; *School Districts; *State Surveys; Tables (Data)
IDENTIFIERS *Colorado

ABSTRACT

This report presents information on the educational accountability programs of Colorado school districts from July 1974 through June 1975 as reported to the State Board of Education under provisions of the state's Educational Accountability Act. Of Colorado's 181 school districts, 172 reported on their activities, and data were analyzed for 168. Districts were categorized on their progress in developing a district-level planning process. Sixty-five districts (39%) were well into the planning process, 74 (44%) showed some progress, and 29 (17%) showed little progress. Among the 65 districts well into the planning process, 52 have identified basic skills as a priority objective. Case illustrations provided by some of these districts indicate that student performance improves when districts set priorities and plan systematically to improve program instruction. In addition to a statewide summary of district accountability reports, individual case illustrations, and tables indicating the progress of each individual district, the report also includes a brief summary of a statewide conference on basic skills, which was held in February 1976. (Author/JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED146700

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

fifth annual report on the educational accountability law of 1971

Prepared by

Kathryn DePew
James Hennes
Eugene Howard
Susan Hartley

Accreditation and Accountability Services Unit
Eugene R. Howard, Director

COLORADO DEPARTMENT OF EDUCATION

Office of Field Services
Stanley A. Leftwich, Assistant Commissioner

Calvin M. Frazier, Commissioner of Education

Denver, Colorado 80203

April, 1976

EA 010 106

colorado state board of education

Robin Johnston, Chairperson (First Congressional District)	Denver
Lewis E. Stieghorst, Vice-Chairman (Second Congressional District)	Littleton
Bill Graham (Third Congressional District)	Beulah
Allen B. Lamb (Fourth Congressional District)	Windsor
Betty Feilbert (Fifth Congressional District)	Aurora

state accountability advisory committee

Maurice G. Baker	Colorado Springs
Paul N. Brown	Grand Junction
Wesley H. Brown	Thornton
Judith Carstens	Lakewood
William J. Comer	Colorado Springs
Thelma Gash	Denver
Ervin F. Holle	Cortez
Alden H. Knapp (Chairperson)	Rocky Ford
Robert Kula	Fort Morgan
Mary Alice Lindblad	Windsor
Kingston G. Minister	Security
James Mortensen	Lakewood
Betty Orten	Westminster
Kenneth P. Schoonover	Littleton
Virginia L. Sears	Greeley
Ramon A. Segura	Security
Ernamarie T. Williams	Pueblo

DPA-11, CDE 1009
Fifth Annual Report on the Educational Accountability Act of 1971
May, 1976
No charge to Colorado Public Schools
Price $1.00

cde

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 892-2212
Calvin M. Frazier, *Commissioner*

April 16, 1976

To the Governor and the Members of the General Assembly:

The State Board of Education is transmitting to you its annual report concerning educational accountability programs in Colorado. The report contains information on the activities of local school districts from July 1, 1974 through June 30, 1975 as reported by them to the State Board of Education.

Looking at the major gains of the past five years under the Accountability Act, we can see that progress has been made in that:

1. More districts each year are using the accountability process and there is evidence to indicate that the larger districts have moved in this direction in the last year.

2. There is more community involvement under the Accountability Act.

3. When a school staff and community judge priorities, basic skills tends to be a major focus in many of our districts.

While gains have been made, it must be admitted that some districts still have not made any commitment to accountability. When accountability means involvement of the community, setting priorities to achieve these priorities, and evaluating educational gains or losses, it can be seen that the failure of some of the Colorado districts to accept the intent of the Accountability Act is a major concern to the State Board and Department, as well as to many others in the state.

One of our central responsibilities in the next 12-month period must be to face honestly the question of how to motivate districts that reject the accountability process. Although some districts still indicate a lack of expertise in some of the accountability steps, for the most part it is not just a matter of developing expertise but, additionally, a need to stimulate a desire to fulfill the intent of the law. If the accountability steps lead to a bettering of education in a local school district, as I believe they do, then we must address the question of how to move all districts to this process.

Calvin M. Frazier
Calvin M. Frazier
Commissioner of Education

CMF:KDeP:af

table of contents

	Page
Abstract	vii
Introduction	1
Objectives and Recommendations	2
Summary of District Accountability Reports	4
Summary of Basic Skills Conference	11
Progress Report of the Districts	14

abstract

Colorado school districts in 1974-75 continued their progress in the use of the planning/accountability process. Gratifying progress was reported in the areas of program planning, evaluation and planned school improvement at the building level. Cooperation among the Colorado Department of Education, institutions of higher learning and the districts have led to a variety of institutes, workshops, sharing sessions and talent exchanges for accountability.

Districts were categorized on their progress in developing a working district level planning process. Of the 168 districts analyzed, 65 (39%) were rated as well into the planning process, 74 districts (44%) were showing some progress and 29 districts (17%) were rated as showing little progress in district level planning. The 65 districts more advanced in the planning process, which include those districts accredited by contract, serve 75% of the state's public school enrollment. Larger and middle size districts and districts that the Accreditation and Accountability Services Unit of the Department have worked with more frequently were more likely to show progress. The twenty-nine districts rated as showing little progress in district level planning have been classified as high priority districts by the Accreditation and Accountability Services Unit. Department personnel are encouraging and assisting them with their planning for school improvement.

Among the 65 districts well into the planning process 52 (80%) have identified basic skills improvement as a priority objective. Case illustrations citing gains in basic skills were included by some districts with their accountability reports. The case illustrations indicate that when a district sets priorities and plans systematically to improve program instruction, student performance improves.

An improved reporting procedure for 1975-76/1976-77 will gather information from the districts for determining the growth of the planning/evaluation process at the building level. The information form the reports should also provide assistance in identifying student gains through systematic program planning.

A statewide conference on basic skills was held February, 1976, attended by more than 350 persons. Priority concerns of school districts regarding basic skills were identified at the conference. The following three objectives based on these concerns are recommended for 1975-76 for assisting districts:

- to obtain and disseminate further information regarding the effectiveness of basic skills instruction in Colorado schools.
- to provide improved support and assistance to school districts which are seeking ways to improve basic skills instruction.

- to help the districts meet their priorities in the basic skills through planned program improvement.

Two additional objectives to strengthen the accountability process are recommended for 1975-76. They are:

- to encourage the increased use of the contract accredition plan as a practical way for the local districts to implement the planning/evaluation process of accountability.

- to design and carry out a plan through which local committees can share successes and failures, learn from each other, and become acquainted with the services and resources available to them.

Of the 181 Colorado school districts, 16 did not comply with the Educational Accountability Act. Seven failed to have local accountability committees in 1975-76 and nine failed to submit their annual accountability report to the State Board of Education. These districts are being worked with by Department personnel and of those seven districts without committees, six already have reactivated their accountability committees. Districts are cautioned that noncompliance will lead to warnings and possible loss of their accreditation status.

introduction

"Where are the districts in their use and understanding of Local Accountability Advisory Committees?"

"Where were we in the development and use of accountability in 1974-75? What impact could this have on student learning?"

"Where are we going in the development and use of accountability in 1975-76? What impact could this have on student learning?"

"What were the objectives of the Colorado Department of Education in 1974-75 and for 1975-76 for assisting the efforts of local districts?"

The summary answers to these questions are:

1. Of the 172 reporting districts, 164 had district accountability committees in 1974-75. Increased understanding of roles and responsibilities was reported. District goals have been established and are being reviewed.
2. Progress continues to be made by districts in the steps of the planning/accounting process as can be seen in the chart on page 9. Gratifying progress was reported in implementing planned school improvement at the building level. The districts reported numerous programs developed to meet their priorities and case illustrations were cited of student basic skills improvement.
3. There is evidence that when a district plans systematically to improve basic skills instruction, pupil performance improves.
4. Continued progress in implementing the accountability process is expected in 1975-76. Larger and middle size districts are somewhat more likely to show progress than smaller districts. Sixty-five districts were identified as being advanced in the planning process in 1974-75 and the number is expected to continue to rise. Fifty-two of these districts have set priorities in the basic skills.
5. Priority objectives set by the Colorado Department of Education and the State Accountability Advisory Committee last year to facilitate accountability were worked on in 1974-75. Assisting districts in response to their own identified needs and supporting planned school improvement through the contract accreditation plan were particularly stressed. Expanded data on the progress of the planning/accountability process are being collected for the year 1975-76.

The information for this Fifth Annual Report on the Educational Accountability Law of 1971 has come from four sources:

1. The primary source of information has been gathered from the data submitted to the State Board of Education by local districts through their annual accountability report. One hundred seventy-one (171) districts complied with the law through the submission of reports to the State Board of Education. The period of time covered by the reports was from July 1, 1974 through June 30, 1975.
2. Facts pertaining to the efforts of the Colorado Department of Education have come primarily from the Accreditation and Accountability Services Unit and the Regional Field Services Coordinators Unit.
3. Other units within the department have contributed through supportive and cooperative activities.
4. Information from the activities of the State Accountability Advisory Committee have been used. Requests, recommendations and observations given to the Colorado Department of Education and the State Committee by local districts and their committees in addition to their formal report have been used.

The role of the Colorado Department of Education and the State Accountability Advisory Committee is to assist the efforts of local districts and committees and provide services and resources to them in their development and use of the planning/accountability process.

objectives and recommedations

"What were the objectives of the Colorado Department of Education and the State Accountability Advisory Committee in 1974-75 and for 1975-76 for assisting the efforts of local districts?"

The six objectives for 1974-75 were:

1. To assist the districts in the design and operation of the planning/accountability process at the individual building level where the impact on student learning takes place.
2. To design and carry out plans to assist districts in their development of program evaluation procedures in order to help the districts determine what their programs are delivering to students.
3. To help districts design their own staff development programs in order to provide local understanding of and support for planning and managing their educational programs.

4. To encourage a higher degree of articulation and joint planning between the department, the districts, and those institutions of higher learning involved in the preparation of educators.
5. To develop and carry out plans for the establishment and working of a communication/dissemination network for the movement of information, ideas, and the expertise of people among the districts and between the educational agencies at the state level and the districts.
6. To identify and use through appropriate planning the talents and expertise of people at the district level as an extension of the time and talents of the Colorado Department of Educational professional staff.

"Based on the level of accomplishment of these objectives for 1974-75, what are the recommended objectives for 1975-76 to assist the efforts of local districts in the further implementation of the planning/accountability process?"

Progress on the six objectives established for 1974-75 is reported below:

Objectives 1 and 2: Progress has been made toward the achievement of these objectives. Note that the chart on page 9 shows substantial progress in the growth of both the program planning and evaluation steps of the accountability process.

Objective 3: Thirty-two districts, by their own commitment and decision, are involved in staff development programs at the administrative level.

Objective 4: Discussions of an exploratory nature for the joint planning of programs and summer institutes were held between the Colorado Department of Education and institutions of higher learning involved in the preparation of educators. Two summer institutes were jointly conducted during the summer of 1975. Three summer institutes are to be conducted during the summer of 1976. In addition, a jointly sponsored conference on evaluation will be held in May of 1976. The summer institutes and the conference are planned around the needs and suggestions of local districts.

Objective 5: A positive beginning has been made toward the establishment and working of a communication/dissemination network among the districts and between the educational agencies at the state level and the districts through the planning and operation of a Talent Bank. Both people and material resources are made available to districts, upon request, through the Talent Bank. In addition the Accreditation and Accountability Unit cooperated with the Development and Demonstration Unit in the preparation and submission of a Dissimination Proposal to the NIE. The proposal sought federal funds to assist Colorado in the establishment of a communication/dissemination network.

Objective 6: The talent Bank, the design of staff development programs, and the sub-committee structure and regional conferences of the State Accountability Advisory Committee have helped to identify and use the talents and

expertise of people in the districts as an extension of the time and talent of the department's professional staff.

Programs to achieve these objectives have been developed and activities have been initiated. However, the objectives have not been fully attained. Therefore, these six objectives need to be continued for 1975-76.

"What new objectives for 1975-76 have appeared?"

Five new objectives for 1975-76 are recommended. They are:

- to obtain and disseminate further information regarding the effectiveness of basic skills instruction in Colorado schools.
- to provide improved support and assistance to school districts which are seeking ways to improve basic skills instruction.
- to help the districts meet their priorities in the basic skills through planned program improvement.
- to encourage the increased use of the contract accreditation plan as a practical way for the local districts to implement the planning/evaluation process of accountability.
- to design and carry out a plan through which local committees can share successes and failures, learn from each other, and become acquainted with the services and resources available to them.

It should be noted that a base of information for the first three new objectives above was gathered through the State-Wide Basic Skills Conference in February of 1976. It can also be anticipated that these five new objectives may be continuing objectives for 1976-77.

summary of district accountability reports

"Where are the districts in their use and understanding of local accountability advisory committees?"

One hundred seventy-two districts reported to the State Board of Education on their progress in accountability. Of the 172 reporting school districts seven did not have functioning accountability committees in 1974-75. They were:

Bent County, McClave Re-2
Elbert County, Kiowa C-2
El Paso County, Edison 54 Jt.
Kit Carson County, Bethune R-5
Otero County, Cheraw 31
Routt County, Hayden Re 1
Weld County, Fort Lupton Re-8

The department is working with the districts to reactivate their accountability committees in 1975-76 and six of them have reestablished their committees as of the date of this report. They are:

Kiowa, Edison, Bethune, Cheraw, Hayden and Fort Lupton.

District accountability committees range in size from 3 person to 52 members with the average committee size being 14 members as indicated in Table 1.

Table 1

	Average Number on Committee	Number of Committees with No Representatives
Parents		
Parents	4.7	3
Taxpayers	2.1	21
Students	2.4	10
Teachers	2.6	1
Administrators	1.8	5
Others	0.6	108
Total	14.1	

Local boards and committees are reporting and demonstrating an increased understanding of roles and responsibilities in the planning/accountability process. Boards have indicated that one of the most valuable services that local committees perform is as a communication link between the community and the board. Effective communication, both internally and externally, is still an area of concern at the district level and the state level. Some of the districts, such as Mapleton and Northglenn, have established building level committees as an extension of the district accountability committee. This has been done to improve communication and allow for the involvement of more people in the planning process.

Districts are including as a part of their accountability report examples of procedures and techniques they have found to be helpful in the planning/accountability process. This sharing of information by districts has resulted in the collection of workable materials

that are being shared with other districts in their planning and development of accountability. In addition, the efforts and successes of local districts are producing a team of people across the state who have special areas of expertise based on practical application. The team includes members of local boards and accountability committees, principals, students, superintendents, and teachers.

> *"Where were we in the development and use of accountability in 1974-75? What impact did it have on student learning?"*

A three-year comparison of progress in the steps of planning/accountability process is shown in Figure 1. Please note that in 1972-73 data on the following steps in the process was not collected: program planning, evaluation, cost, action on district objectives, and and goal revision. In 1972-73 the development and use of the accountability process by the districts had not advanced to these steps. The general progress in implementing accountability over the past three years can be seen in Figure 1.

The districts have developed and adopted goals and 85% of the districts reported that their goals are published. Thirty-nine districts revised their existing goals during 1974-75. One of the major thrusts by districts during the past two years has been the establishment of broad student outcome statements and staff objectives at the district level. This step of the planning/accountability process was extended into the building level during the past year. Districts generally have elected to first establish the student outcome statements. Staff objectives usually are developed following the determination of the student objectives. These objectives support the purposes of the goals. The goals and objectives describe in general terms the basic skills, attitudes, and concepts districts have identified as desired learner outcomes for the students.

Districts are using their goals and objectives in both short term and long-range planning of instructional programs. Program improvements in local districts resulting from planning activities were reported in the following areas:

- Curriculum-Instruction
- Staffing, including staff development and staff evaluation
- Management-Planning-Administration
- Increased program support from the community through their involvement.

The program element of curriculum and instruction was the area most critically analyzed. The districts reported that it was essential to anticipated student learning for curriculum and instruction to support the desired learner outcomes of the objectives.

Three basic concerns for the improvement of programs were reported by the districts. These concerns are:

- The design of practical and meaningful inservice programs by local districts for their unique needs.
- The design of professional development programs by local districts for both administrative and instructional staff.
- The design of positive and constructive evaluation procedures for the entire professional staff.

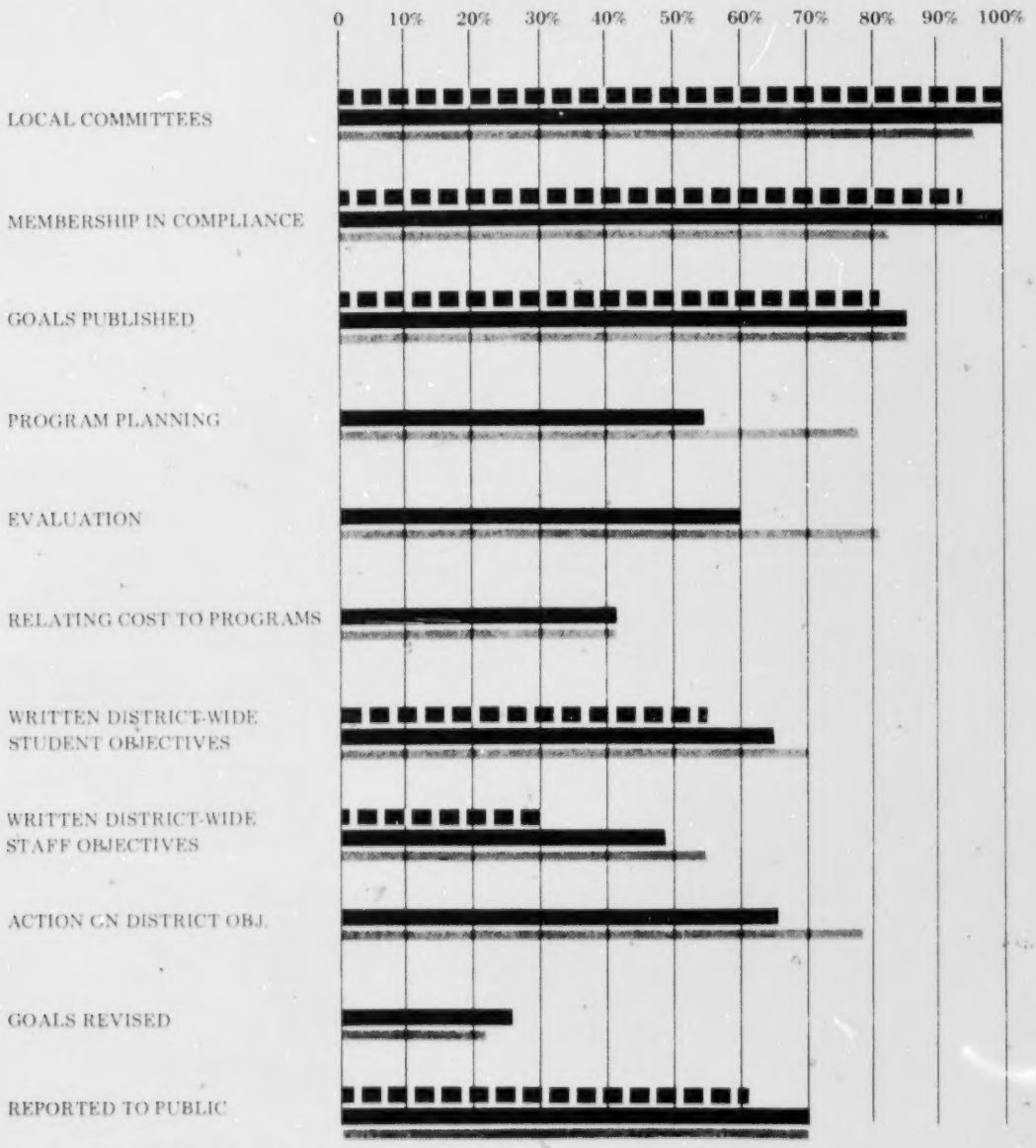
Districts reported that as a result of planned school improvement (the accountability process) they expect to better meet student needs and interests, to improve achievement in their priority areas, to provide for student success and to help assure that basic learner goals were reached throughout their districts. Districts, as they move farther into implementation of accountability, have set school improvement priorities. Subsequently districts have reported to the department numerous actions taken or programs developed to meet these priorities. Improved data on the results of the accountability process are being collected in 1975-76 and 1976-77. Following are four case illustrations of district progress in meeting basic skills priorities through planned school improvement.

CASE 1

Mapleton School District has worked effectively for some years now in educational planning and community involvement. The district developed a contract for accreditation in 1973. Basic skills have been established as one of their priority concerns. Several programs have been planned to meet basic skills needs and in general achievement gains are being found, particularly in elementary programs.

Percentage of Mapleton Students Scoring Average or Better on National Norms		Grade & Subject
1970 - 71	1973 - 74	
73%	92%	1 - 3 Reading
79%	84%	1 - 3 Math
75%	79%	4 - 6 Reading
72%	72%	4 - 6 Math
53%	65%	10 - 12 Reading
no data	68%	10 - 12 Math

FIGURE 1
COMPARISON OF PERCENT OF SCHOOL DISTRICTS
REPORTING ACCOUNTABILITY PROGRESS FOR THE YEARS 1972-1975



CASE 2

Littleton School District, based on test scores, identified mathematics computation as a priority improvement area. New programs were planned, immediate improvement was seen, and over three years elementary grads mathematics performance went from 38th percentile to 60th percentile (national norms). Similarly, secondary writing skills were identified as priority needs and programs were planned and developed. Within one year, 9th grade students, who had mastered only 35% of the objectives, moved to a mastery level of 85% as 10th graders.

PERCENT ABOVE NATIONAL NORM
STANDARDIZED TESTS, 1971-72 to 1974-75

GRADE					Language Expression	
	1971-72	1974-75	1971-72	1974-75	1971-72	1974-75
6	65%	76%	43%	64%	66%	75%
8	60%	73%	46%	68%	*	75%
10	62%	77%	*	*	*	74%

* Not tested

CASE 3

Douglas County School District has designated basic skills as their first important educational goal. Planned program improvements have resulted in the following test score improvements:

School Year	National Norm Percentile Ranking			
	Reading	Language	Math	Verbal
1971-72	70	69	68	69
1972-73	70	69	66	70
1973-74	71	79	69	71
1974-75	82	71	71	71

CASE 4

Denver Public Schools started in 1971 with a special priority on improving reading skills in the primary grads. District wide test scores for the first grade showed a marked improvement from the 46th percentile (national norms) in 1972 to the 72nd percentile in 1975. For the 3000-6000 students in their reading package project, the following test score changes were found:

	Comprehension Mean Grade Equivalent	
	Spring 1972	Spring 1975
Grade 1	1.7	2.3
Grade 2	2.5	3.4

The full impact on a district's educational program from its decisions and planning should become apparent when the objectives are used in the planning, designing and evaluating of learning programs at the building level. The facts and information that come from the evaluation of the program at the building level is critical to the planning/accountability process. The appropriate use of this data in answering key questions for setting priorities and decision making is essential to the positive operation of accountability. During 1973-74 the majority of the districts had not reached this point in the development and use of accountability. Gratifying progress was reported in 1974-75 by many districts in finally developing programs for planned school improvement at the building level. A special evaluation of this progress is under way for the 1975-76 school year.

> *"Where are we going in the development and use of accountability in 1975-76: What impact could this have on student learning?"*

Each district in the state was categorized as being more advanced, middle, or less advanced in showing progress in a working district level planning process. These categorizations were based on information in the Annual Accountability Report to the State Board, additional information reported by the districts, or information reported by department staff members on the district monitoring visits for standard or contract accreditation. Of those 168 districts submitting Annual Accountability Reports, 65 (39%) were rated as well into the planning process, 74 (44%) as in the middle, and 29 (17%) were rated as showing little progress in district level planning. The 65 advanced districts serve 75% of the state's public school enrollment. Fifty-two (80%) of these 65 districts identified basic skill improvement as a priority objective in their planning.

The remaining 13 districts rated as advanced in the planning process identified other priority objectives in relation to their needs as follows:

1. Facilities
2. The development of an evaluation procedure for programs
3. The design of a plan for gathering information
4. The critical analysis of the total curriculum
5. Staffing patterns

The educational planning for Accreditation by Contract, now involving 48 school districts, continues to have a major impact in helping districts develop the planning/accountability process for school improvement.

Those districts showing more evidence of being well into the district planning process were more likely to be larger districts, having larger accountability committees, have procedures for reporting between the local board, the committee, the community, and the professional staff, and were more likely to be under contract accreditation. In addition, districts well into the planning process report broader input into the planning process, greater use of each of a variety of evaluation methods, and the setting of district priorities. They were also more likely to report that changes in program elements such as staffing patterns, methods, use of resources, and courses of study had substantial impact on reaching district objectives. Finally, districts that the Accreditation and Accountability Services Unit of the Colorado Department of Education had worked with more frequently in the past were more likely to be districts well into the district planning process.

"What impact could this have on student learning?"

The districts identified the following as anticipated results in student learning from their use of the planning/accountability process:

1. Meeting the needs of students in both ability and interest.
2. Providing for student success rather than student failure.
3. Encouraging the use and coordination of basic skills, concepts, and attitudes within all areas of a course and across fields of study, K-12.
4. Assuring that all students would have an opportunity to acquire what was considered basic in all grades and schools within a district.

The answer to the question, "What are the programs delivering to the students?" was a major area of activity in 1974-75 as districts planned and designed evaluation procedures. The districts have progressed in this step of accountability, but they also indicate that this is still a high priority area in their planning/accountability process. Although we have not requested through the accountability report definitive information on what the programs are delivering to the students, some of the districts include this in their report to the State Board. (See the case studies on page 10). Districts which have developed and are using promising procedures for evaluating programs have shared these with other districts through the Basic Skills Conference and regional conferences of the State Accountability Committee.

summary of basic skills conference

As part of an on-going study of basic skills in Colorado established by the State Boad of Education, the Colorado Department of Education and the State Accountability Advisory Committee co-sponsored a statewide conference on basic skills February 18, 1976. More than 350 persons from school districts and institutions throughout the state attended.

Follow-up regional meetings are now being planned to provide assistance to the districts. Eight issues were identified during the conference.

Issue #1 - What Skills are Basic?

This is the definition issue with which all of us struggled. We learned a few things about defining a simple thing like basic skills. In general, we found that beyond the three R's, consensus was pretty difficult. There was even a little bit of difficulty with defining the three R's. However consensus was approached on about seven items. Basic skills means:

Reading
Writing (expressively writing - not just skills, not handwriting)
Mathematics
Communication Skills (includes speaking and listening)
Problem-Solving
Values Clarification
Self-concept

These items are listed in order of the number of times they were nominated for the list. Then there's a much longer list of items which were mentioned fewer times but which many people thought should be considered in our definition of what basic skills are. Since educators can't agree on basic skills, it might be assumed that it will be even more difficult for parents, educators, and public officials to agree.

Issue #2 - Testing and Evaluation.

Don Friedman reported that people want to know what they are getting for their money; they want answers in terms of pupil performance, and they don't want any excuses. That's the testing and evaluation question. And they want answers at all levels. The pupils want answers; the parents want answers, teachers want answers about their own effectiveness. There are building-level questions; there are district-level questions, and there are state-level questions. Different questions are being asked at different levels. So the testing and evaluation question is a complex one. What is the significance of the drop in test scores as reported by the National Assessment group and by the College Entrance Examination Board? What's happening to pupil achievement in Colorado? We don't know. The assumption that basic skill levels are going down in Colorado was not supported at the Conference.

Issue #3 - Dissemination.

The third issue is the issue of dissemination of promising practices. Most of the morning and a portion of the first part of the afternoon were devoted to dissemination of promising practices. The state has in operation a wide variety of fine programs. How can we learn from one another more effectively so that the effectiveness of programs all over the state can be improved? That's the dissemination question. There's also the question of adaptation.

How can programs working well in one school be adapted to another school? You can never pick up a program completely and move it over into another place. The implication here is that the planning process should play a major role. Planning processes can be disseminated.

Issue #4 - Innovation.

The fourth issue is the innovations/new programs issue. One individual stated that if we are going to have new programs and new approaches that will really make our programs better, we are going to need more parent and staff involvement than we have had in the past. Some sub-questions related in this issue were raised. Is it possible to slow down the pace of change in the face of demands for school improvement? Doesn't school improvement imply change? Is it possible to slow down the pace of change in the face of increased societal change?

Issue #5 - Program Improvement.

The fifth issue deals with the question: What works? The sharing sessions addressed this issue and again the importance of the planning process surfaced. The idea is that if you are going to improve your programs in basic skills, you should imporve them through systematic planning which involves many, many people - parents, staff and perhaps even students themselves. A number of concerns were expressed about meeting the needs of our least capable students. Several people were concerned with curriculum design, and many were concerned with staff development. There was a plea for improved pre-service training in teacher training institutions, and for improved hiring and evaluation practices.

Issue #6 - State vs. Local Control.

The sixth issue is the issue of state versus local control of the curriculum. This issue is related to the testing issue. Assuming for a moment that tests control the cirriculum, should the control of testing be at the local, state, or national level? The conference showed how difficult it is to obtain consensus as to what basic skills are.

Issue #7 - Public Support.

The seventh issue is the issue of public support and confidence. How can we regain public confidence and support at a time when public confidence and support in all of our public institutions appears to be in trouble. This is both a public relations question and information-sharing question. What kind of information is needed at the state level, at the district level, at the building level, at the teacher level, at the pupil level? One person asked: "How do we convince the public that basic skills are not being neglected when in fact the evidence is very positive that they are not being neglected?" Another person stressed the importance of open communications between parents, staff, and board of education as a way of encouraging systematic planning for school improvement.

Issue #8 - Priorities.

Dr. Frazier started out the conference by talking about priorities. And this issue came up again and again in small groups. Is it true, as many people have implied, that the schools are trying to do too much and that by expanding the school's responsibilities, we have neglected the basic skills? Some say that it is true but I heard a lot of voices today saying that it is not true. Buf if it is true, does this mean that the number of programs which the schools have accepted as a result of public pressure over a period of time should now be reduced? Is it true, as Art Branscombe said, that one man's basic is another man's frill? If it is, what place does individual needs and individual preferences have in all of this? One person said, "There's a danger that education will over-react and we will lose the gains which we have won since World War II." That's the question of priority, which is an immense issue.

progress report of the districts

One hundred seventy-two (172) districts have complied with the law through the submission of 1974-75 reports to the State Board of Education. Four districts filed their report too late for the inclusion of the information in this report. Therefore this report is based on information received from one hundred sixty-eight (168) districts. Nine districts have not complied with the law as their reports have not been received. These districts are:

Alamosa County School District Re-11J (Alamosa)
Arapahoe County School District 32J (Byers)
Dolores County School District Re-1 (Dove Creek)
El Paso County School District RJ-1 (Calhan)
Huerfano County School District Re-1 (Walsenburg)*
Logan County School District Re-3 (Fleming)
Montezuma County School District Re-4A (Dolores)
Prowers County School District Re-1 (Granada)
Saguache County School District 26 Jt (Center)

These nine districts have been contacted along with the seven districts reported earlier that had inactive committees. Districts are cautioned that failure to comply with the state statutes, such as the Educational Accountability Act, will lead to warnings and possible loss of their accreditation status.

The district reports received are judged to have an adequate degree of validity. The validity of the district reports is shown by the consistency of the information given in the check and balance sections of the reporting form. Two additional validation techniques were used. One was to check the firmness of the information in the reports against similar information in related reports. In addition, the information received was checked against the general observations given by persons within the Colorado Department of Education who are in close contact with the activities of the district through field work.

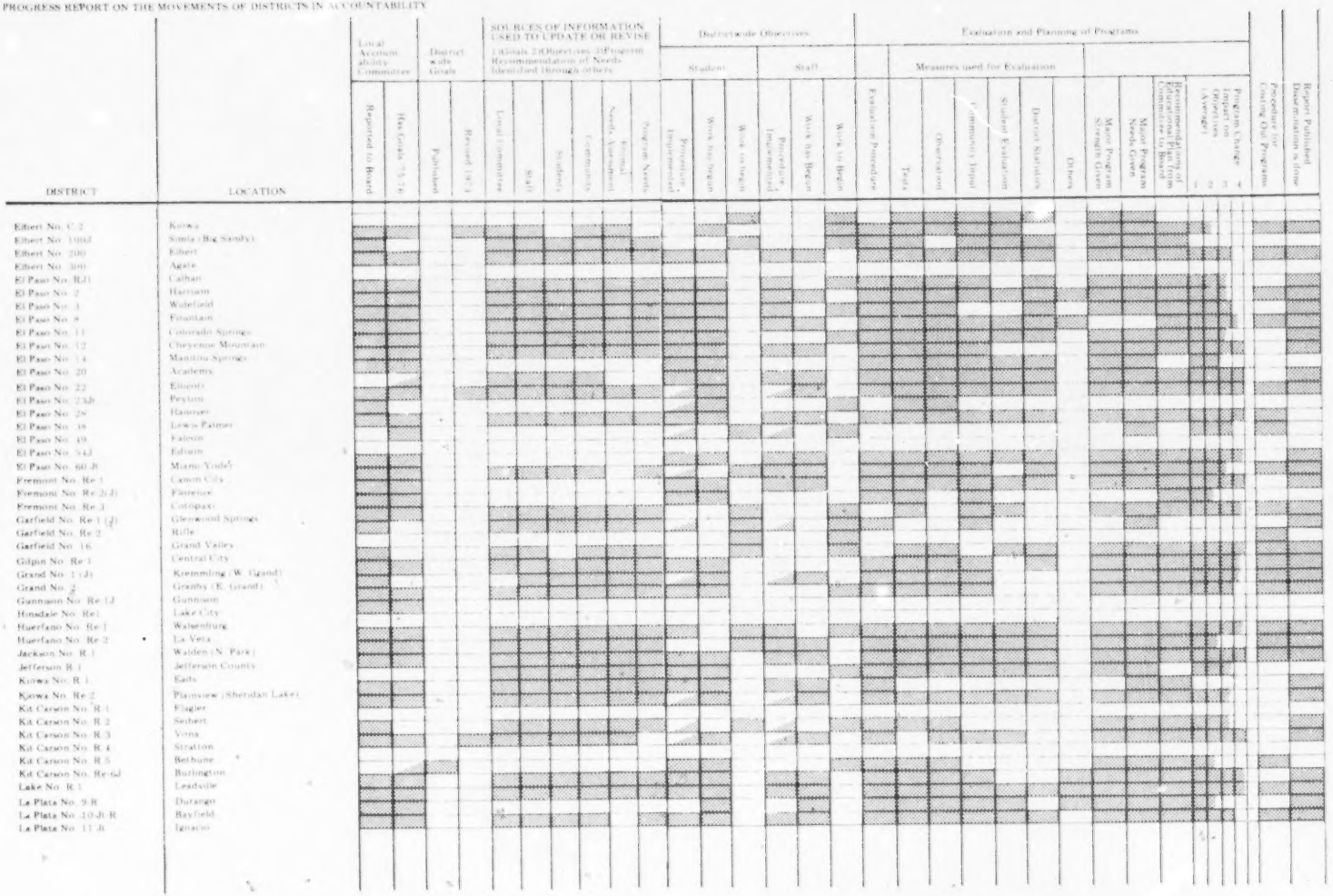
* Third year of not reporting.

The following eight pages show by chart where each of the one hundred eighty-one (181) districts indicated it was in the development and use of accountability for planning and carrying out its educational program. The category "Program Change: Impact on Objectives" shows the average change reported by the districts. The rating scale used was none (1), little (2), moderate (3), and substantial (4). The chart does not include data from seventeen districts. These seventeen districts are the nine districts who failed to turn in their annual report and eight districts whose reports were sent in too late for inclusion in this portion of the report.

PROGRESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY

DISTRICT	LOCATION	Local Account ability Committee: Reported to Board	Local Account ability Committee: Has Goals '75-'76	District wide Goals: Published	District wide Goals: Revised 1974	SOURCES OF INFORMATION USED TO UPDATE OR REVISE 1.Goals 2.Objectives 3.Program Recommendation of Needs Identified through others: Local Communities	Staff	Students	Community	Formal Needs Assessment	Program Needs	District-wide Objectives: Student: Procedure Implemented	Student: Work has Begun	Student: Work to Begin	Staff: Procedure Implemented	Staff: Work has Begun	Staff: Work to Begin	Evaluation and Planning of Programs: Evaluation Procedure	Measures used for Evaluation: Tests	Observation	Community Input	Student Evaluation	District Statistics	Others	Major Program Strength Given	Major Program Needs Given	Recommendations of Evaluations/Plan from Committee to Board	Program Change (Direction) (Average)	Procedure for Costing Out Programs	Report Published Dissemination is done
Adams No. 1	Mapleton																													
Adams No. 12	Eastlake																													
Adams No. 14	Commerce City																													
Adams No. 27J	Brighton																													
Adams No. 29J	Bennett																													
Adams No. 31J	Strasburg																													
Adams No. 50	Westminster																													
Alamosa No. Re-11J	Alamosa																													
Alamosa No. RE22J	Sangre de Cristo (Mosca)																													
Arapahoe No. 1	Englewood																													
Arapahoe No. 2	Sheridan																													
Arapahoe No. 5	Cherry Creek																													
Arapahoe No. 6	Littleton																													
Arapahoe No. 26J	Deer Trail																													
Arapahoe No. 28J	Aurora																													
Arapahoe No. 32J	Byers																													
Archuleta No. 50 Jt.	Pagosa Springs																													
Baca No. RE-1	Walsh																													
Baca No. RE-3	Pritchett																													
Baca No. RE-4	Springfield																													
Baca No. RE-5	Vilas																													
Baca No. RE-6	Campo																													
Bent No. RE-1	Las Animas																													
Bent No. RE-2	McClave																													
Boulder No. RE-1J	Longmont																													
Boulder No. Re2-(J)	Boulder Valley																													
Chafee No. R-31	Buena Vista																													
Chafee No. R-32J	Salida																													
Cheyenne No. R-1	Kit Carson																													
Cheyenne No. R-2	Cheyenne Wells																													
Cheyenne No. 3	Arapahoe																													
Clear Creek No. RE-1	Idaho Springs																													
Conejos No. RE-1J	La Jara																													
Conejos No. 6J	Sanford																													
Conejos No. RE-10	Antonito																													
Costilla No. R-1	San Luis (Centennial)																													
Costilla No. R-30	Blanca (Sierra Grande)																													
Crowley No. Re-1-J	Ordway																													
Custer No. C-1	Westcliffe																													
Delta No. 50 (J)	Delta																													
Denver No. 1	Denver																													
Dolores No. Re-1	Dove Creek																													
Douglas No. Re-1 (J)	Castle Rock																													
Eagle No. RE-50 (J)	Eagle																													
Elbert No. C-1	Elizabeth																													

PROGRESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY



PROGRESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY

DISTRICT	LOCATION	Local Accountability Committee: Proposed to Board	Local Accountability Committee: Has Given '73-'74	District-wide Goals: Published	District-wide Goals: Revised 1973	Sources of Information Used to Update or Revise (Goals; Objectives; Program Recommendations or Needs Identified through others): Local Committees	Staff	Students	Community	Parents Survey Assessment	Program Survey	Districtwide Objectives: Student: Procedure Implemented	Student: Work Has Begun	Student: Work to Begin	Staff: Procedure Implemented	Staff: Work Has Begun	Staff: Work to Begin	Evaluation and Planning of Programs: Evaluation Procedure	Measures used for Evaluation: Tests	Observation	Community Input	Student Evaluation	District Statistics	Others	Major Program Strength Given	Major Program Needs Given	Recommendation Passed on to Committee or Board	Program Change Implemented (Examples)	Procedure for Giving Out Programs	Report Published Determination is done
Larimer No. 1	Ft. Collins																															
Larimer No. R-2J	Loveland																															
Larimer No. R-3	Estes Park																															
Las Animas No. 1	Trinidad																															
Las Animas No. 2	Weston (Primero)																															
Las Animas No. 3	Hoehne																															
Las Animas No. 6	Aguilar																															
Las Animas No. 82	Branson																															
Las Animas No. 88	Kim																															
Lincoln No. Re-1	Hugo																															
Lincoln No. Re-4J	Limon																															
Lincoln No. Re-13	Genoa																															
Lincoln No. Re-23	Karval																															
Lincoln No. Re-31	Arriba																															
Logan No. Re-1	Sterling																															
Logan No. Re-3	Fleming																															
Logan No. Re-4 (J)	Merino																															
Logan No. Re-5	Peetz (Plateau)																															
Mesa No. 49 JT	De Beque																															
Mesa No. 50	Collbran (Plateau Valley)																															
Mesa No. 51	Grand Junction																															
Mineral No. 1	Creede																															
Moffat No. Re-1	Craig																															
Montezuma No. Re-1	Montezuma-Cortez																															
Montezuma No. Re-4A	Dolores																															
Montezuma No. Re-6	Mancos																															
Montrose No. Re-1J	Montrose																															
Montrose No. Re-2	Naturita																															
Morgan No. Re-2 (J)	Brush																															
Morgan No. Re-3	Ft. Morgan																															
Morgan No. Re-20 (J)	Weldona																															
Morgan No. Re-50 (J)	Wiggins																															
Otero No. R1	La Junta																															
Otero No. R2	Rocky Ford																															
Otero No. 3J	Manzanola																															
Otero No. R3J	Fowler																															
Otero No. 31	Cheraw																															
Otero No. 33	Swink																															
Ouray No. R-1	Ouray																															
Ouray No. R-2	Ridgway																															
Park No. 1	Bailey																															
Park No. Re-2	Fairplay																															
Phillips No. Re-1J	Holyoke																															
Phillips No. Re-2J	Haxtun																															
Pitkin No. 1	Aspen																															

PROGRESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY